

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Dr. Barbara Johnson

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Brown Elementary School

(As it should appear in the official records)

School Mailing Address 8064 Byron Center Avenue, SW

(If address is P.O. Box, also include street address.)

City Byron Center State MI Zip Code+4 (9 digits total) 49315-8723

County Kent County State School Code Number* 00476

Telephone 616-878-6200 Fax 616-878-6220

Web site/URL http://www.bcpsk12.net/brown E-mail bjohnson@bcpsk12.net

Facebook Page
www.facebook.com/BrownElementaryByronCent
er

Twitter Handle _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Dan Takens
(Specify: Ms., Miss, Mrs., Dr., Mr.,
Other) E-mail: dantakens@bcpsk12.net

District Name Byron Center Public Schools Tel. 616-878-6100

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Lenore Roede
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

*Non-public Schools: If the information requested is not applicable, write N/A in the space.

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 6 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 10 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	14	9	23
K	38	66	104
1	44	47	91
2	58	50	108
3	49	63	112
4	47	52	99
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	250	287	537

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 1 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 87 % White
 - 5 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 5%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	17
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	27
(4) Total number of students in the school as of October 1	538
(5) Total transferred students in row (3) divided by total students in row (4)	0.050
(6) Amount in row (5) multiplied by 100	5

7. English Language Learners (ELL) in the school: 1 %
5 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages: Portuguese, Vietnamese, Tagalog, Spanish, Italian
8. Students eligible for free/reduced-priced meals: 23 %
 Total number students who qualify: 125

Information for Public Schools Only - Data Provided by the State

The state has reported that 36 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 6 %
32 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>4</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>3</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>1</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>22</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>1</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	21
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	95%	98%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2001

15. Please summarize your school mission in 25 words or less: The mission of Brown Elementary is to get all students to grade level by setting goals, celebrating successes, and balancing rigor and relationships.

PART III – SUMMARY

Brown Elementary is a safe learning environment that is full of energy, a love of learning, high expectations, and teachers and kids who are eager to learn together. Visitors describe it as a friendly and welcoming place where joy and learning are abundant.

Brown is one of three elementary schools in the Byron Center Public School District. Byron Center is located in Southwest Michigan 15 minutes south of the city of Grand Rapids and 40 minutes east of scenic Lake Michigan. Byron Center has traditionally been a small, rural community but has been slowly transitioning into a suburban area due to the opening of M-6 Paul Henry Highway and Metro Health Hospital nearby. This trend will most likely continue as a Tanger Outlet Mall is set to open in Byron Center in the fall of 2015.

There are usually around 530-540 students who attend Brown each year in grades DK-4. This includes four sections of each grade level K-4 and one developmental kindergarten class. The student population of Brown Elementary is 87% white with all other ethnicities representing less than 10% of the population. 23% of Brown students receive free/reduced lunch. The goal of Brown elementary is to get all of these students to grade level through a balance of rigor and relationships.

Teachers at Brown are all highly-qualified for their positions and have a range of teaching experience from 2 to 30 years. Despite their level of experience, they have a shared belief that all students can learn and have a collective responsibility for every child's success. Brown teachers set goals for students and celebrate successes in order for all students to get to grade level. They analyze relevant data in order to set goals for themselves and students and have a sustained commitment to getting all students to grade level.

The school improvement process is a big part of everyday life at Brown. It isn't just pretty words in a binder on a shelf, is a process that cycles through all year long. Teachers work together with the principal and teacher leaders to analyze data, set goals, chunk out the steps toward the goal, spend time teaching, and then reevaluate the data. This is a process that occurs over and over again at Brown using summative and formative assessment data. Teachers look at data in grade level teams and also with mixed grade level subject goal teams (reading, writing, math, social studies, and science). Every teacher is involved in this process. Accountability folders that teachers turn in at the end of each trimester keep teachers on track toward the school improvement goals and keeps the areas of need front and center. Teachers turn in lesson plans, student work samples, and common assessment scores in their folders.

The theme for Brown Elementary the last two years has been "Dream Big." The kids are encouraged to set goals and dream big about their learning and eventual career goals. This theme has become an integral part of the teacher-student relationships and daily lessons and activities. Students know that the sky's the limit for them when they set goals and dream big. For the second year of the theme, an additional piece was added, "Dream Big - Prove It!" Instead of just voicing their dreams and goals, students were asked to explain how they will meet their goal. Setting goals and making a plan to get there is a life skill. It also helps the kids stay focused and understand why they are working hard each day at school.

Brown Elementary was underwent a \$10,000,000, 18-month renovation from 2012 to 2014 thanks to a community bond passing in 2011. The Byron Center community values education and the passing of this bond is testament to that. Staff and students remained in the building during construction which led to lots of opportunities for real-world learning and hands-on training in flexibility.

Despite the excitement and distractions that the renovation brought, students and teachers remained focused on academic goals. During this time-period, Brown Elementary was honored as a Reward school through the state of Michigan for being in the top 5% of schools in the top to bottom rankings in 2013-2014 and 2014-2015. Brown was also ranked #14 in Michigan in 2013-2014 and #9 in Michigan in 2014-2015 for elementary schools on www.schooldigger.com.

In 2013, Brown was asked to participate in Kent County's Reading Now Network. This program was an initiative that reached out to 14 "high achieving" schools in the West Michigan area that were considered beating the odds with high free/reduced lunch rates and high 3rd grade reading scores on the MEAP test. The Reading Now Network did extensive research of Brown, paid visits, did interviews, and created a video honoring the hard work happening at Brown. This research is being shared across the region and state of Michigan in an attempt to help other elementary schools get all students to grade level in the area of reading. Brown continues to be part of this process as it is ongoing.

Brown Elementary was awarded the National Blue Ribbon in the fall of 2001. This was a time of celebration for students, teachers, families, and the community. This was a banner worn with pride for the building which helped bring many new families to the community and school district due to the strong reputation it accompanied. In 2001, the Byron Center Public Schools had 2 elementary schools and since then has expanded to 3. Many staff members from Brown moved to the new building which opened in the 2004-2005 school year. Also, since the last Blue Ribbon, the principal at Brown Elementary has changed twice. Despite structural and leadership changes, Brown Elementary has maintained a high-level of excellence and is always striving to improve and move to the next level of achievement for all students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Brown Elementary follows the Common Core State Standards for reading, writing, and math as mandated by the state of Michigan. Michigan Grade Level Content Expectations are taught for science and social studies. Teachers at Brown have worked hard to make sure there is solid alignment between curriculum, instruction, and assessments. Professional development time has been used to analyze standards and create standards-based report cards for each grade level. Teachers have also created common, local assessments for assessing mastery of these standards. This is an ongoing process as Brown is always looking to stay current and make sure content is being not just taught, but mastered by students.

The school day at Brown goes from 8:25-3:40. Students spend the majority of their day with their primary classroom teacher. Classroom teachers are responsible for the instruction of the Common Core State Standards, as well as, their mastery. Teachers at Brown follow a model schedule for each grade level, so all teachers teach each subject during the same time of day and for the same amount of time. This helps with continuity and consistency. Specials times are strategically placed within the school day to minimize interruptions from the core subject areas. Therefore, students at Brown all receive large blocks of uninterrupted instructional time each day.

The majority of the school day for students K-4th grades is spent on reading instruction. Reading is the core of Brown and is top priority for academics. All students receive 2 hours of rigorous reading instruction every day. Through their years at Brown, students move from learning to read to reading to learn. Instructional time is spent in a Reading Workshop format throughout the building. This systematic approach is successful because common language is used in every classroom and across grade levels. Students know what to do and what is expected of them during every aspect of reading workshop: mini-lesson, independent reading, partnerships, and sharing time.

During reading workshop, teachers confer with students to work on fluency, accuracy, and comprehension strategies based on each child's individual needs. Currently teachers are using the Michigan Maisa Units from Oakland County for their mini lessons along with resources from Cafe and Daily 5. Lucy Calkins' Reading Workshop kits are being purchased to use as a resource as well in order to stay current and use best practices. The majority of these reading lessons center around: comprehension strategies, character study, vocabulary, genres, text features and structures, and close reading. Kindergarten through 2nd grades do a daily phonics piece as well called Seeing Stars. The most important aspect of reading instruction is giving students time on text. Every classroom at Brown is full of leveled text for kids to choose from and read. When classroom libraries were lacking, the school, district, and parent group purchased more books for teachers. Students have reading level goals for each chunk of the school year in all grades. Teachers read with students frequently to check progress and make sure students are reading books that are appropriately leveled.

The Writing Workshop format is used at Brown for teaching the Common Core State Standards for writing. All students receive an hour of writing instruction each day that includes a focus on the three types of writing (personal narrative, informational, and opinion/persuasive) along with direct grammar instruction. For writing mini-lessons, teachers use Tim Hargis' Writing Diner, the 6-Traits of Writing, and Lucy Calkins' Writing kit. All teachers in grades K-4 use the following format for their writing block: mini-lesson, teacher modeling, time for kids to write, and sharing. Using common language and structure across grade levels has helped Brown students be successful in the area of writing since expectations are consistent from classroom to classroom. During this writing block, teachers confer with students in the area of writing to celebrate successes and focus on a teaching point for the day based on each child's individual needs. Students at Brown have traditionally had difficulty with grammar concepts, so teachers take time daily to teach these concepts directly. The primary method of instruction for grammar is through Jeff Anderson's "Invitation to Notice" format where kids study sentences from a mentor text to discover and learn about grammar concepts through the context of the book.

Every day, students at Brown receive a full hour of math instruction based on the Common Core Standards. The Math Expressions series was recently adopted as a tool for teachers to use at Brown during this instructional time. The primary focus for math at Brown has been math vocabulary, digging deeper into mathematical concepts, and mathematical reasoning. Students are asked to respond to writing prompts, explain their thinking, explore multiple ways to solve problems, and be engaged in math talk with their peers. The word WHY is posted in each classroom to remind Brown students to always explain how they got their answer through writing or discussions. Students are also expected to master basic math facts using a daily program called Rocket Math where kids work at their own pace, setting and achieving personal goals along the way toward mastery. Teachers at Brown confer with students in the area of math as well. Weekly “quick check” quizzes along with daily formative assessment checks let teachers know who has mastered concepts and who is still struggling. From there, math centers, small group, and 1-on-1 instruction follows.

Michigan has its own Grade Level Content Expectations (GLCEs) for science and social studies. These GLCEs along with content-related vocabulary are the focus of science and social studies instruction at Brown by all classroom teachers. The school-wide goal is for teachers to teach these subjects for 30-60 minutes each day. Vocabulary cards and posters hang in each classroom so that students have common language and vocabulary as they move through each unit. Teachers look for opportunities to integrate informational text and writing into these subject areas whenever possible. After teaching the Common Core State Standards and seeing the need for more integration, many books were ordered for classroom teachers to use during science and social studies instruction to help with this integration.

In order to increase interest and excitement for science, Brown opened a science lab in the school during the fall of 2014. This lab is a place where the scientific method can be practiced and celebrated. The walls and shelves are lined with science tools, tubs of informational books to go with each unit, and posters with grade level vocabulary and unit concepts. During the 2014-2015 school year, Brown teachers began working together to create common summative assessments for science and social studies. Data analysis has begun as well leading to discussions and plans for what to do when students haven't mastered the science concepts covered in a unit.

2. Other Curriculum Areas:

Students at Brown Elementary stay primarily with their classroom teacher from 8:25-3:40 every day. For the arts, however, the kids travel to “specials” classes throughout the school week. These include: physical education, music, and art.

The goal of the music program at Brown Elementary is to provide musical experiences that enrich the whole child inspiring them to become lifelong music creators and appreciators. Kindergarten through 4th grade students go to music twice a week for 30 minutes each. Students in grades 1st through 4th grades have a spring concert each year to share their progress in a big performance for parents. The music teacher integrates the Common Core State Standards for language arts and math into her instruction whenever possible. Examples of this integration include: singing Mother Goose Rhymes, reading Hans Christian Andersen stories, telling, singing, and acting out stories, reading song sheets, and making connections to social studies through patriotic songs that teach about the Declaration of Independence and the Gettysburg Address.

Students in 3rd and 4th grades are encouraged to sign-up for the Brown Elementary choir which meets once a week before school. This is an elective class. The goal of choir is to inspire students to become life-long musicians. Through choir, students are able to participate in extended study of music and performances beyond the school day. This includes additional concerts around the holidays and participates in the Festival of Voices, a district-wide choir concert. Each year the Brown choir also sings for community members at senior citizen events, Relay for Life activities, and a West Michigan Whitecaps minor league baseball game.

Brown's art program is geared toward teaching design through creating, making reference to historical and cultural artifacts, and infusing the elements of design into the processes involved. Students in grades 1-4 go to art class for 1 hour each week and kindergarten students have 40 minutes per week. Brown's visual arts program strives to give students a variety of experiences consistent with state and national standards, which

speak to the acquiring essential skills for art education. The art program at Brown works with the core curriculum by providing support in referencing areas of multiplication and division, area and perimeter, and fractions and geometry. Cultural artifacts referred to in art class create awareness and appreciation consistent with social studies concepts.

The physical education program at Brown Elementary is offered to 1st through 4th grade students a half-hour twice a week and kindergarten students participate for a half-hour three days a week. Along with the State of Michigan Standards for physical education, the teacher also focuses his instruction on following directions, effort, respect, responsibility, caring, trustworthiness, playing fair, and citizenship. Whenever possible, connections are made to the Common Core State Standards for math during physical education class. This includes vocabulary and concepts relating to area and perimeter, fractions, basic facts, and more. Real-world application of these concepts during physical education class helps to solidify them for students and encourages mastery.

Frequently students are offered classes and activities to participate in outside of their regular daily school schedule. Dynamite Dawgs is a running program that meets during recess times at school. Students who sign up for this running club train for and participate in a 5K race. Students also have the opportunity to sign up for enrichment activities such as Bricks for Kids, a Lego building class given after school. Other activities that have been offered in the past include art classes, sports, and more.

Classroom teachers utilize technology at Brown to assist with the practice of curricular concepts in all subject areas. All students in grades 2 through 4 have a Chromebook in their classroom. Kindergarten and 1st grade classrooms have iPads at a 1:2 ratio. Every year teachers are asked to pilot new technology in order to keep up to date and make sure technology money is being used wisely. Professional development revolves around the use of technology in the classroom and the district help desk offers assistance to teachers as well. Brown Elementary also houses a computer lab with desktop computers that teachers can sign up to use if needed. This is primarily used by kindergarten and 1st grade classes when all students are in need of a device. The primary use for technology at Brown is for extra practice with curricular concepts and research. Effectively using technology, typing, and using the internet as a tool are all life skills that are taught using the technology at Brown.

3. Instructional Methods and Interventions:

Teachers at Brown Elementary are always seeking out best practices and striving to stay current in core subject areas. For example, over the past five years, teachers have successfully transitioned from teaching reading using guided reading groups and centers, to Daily 5, to Reading Workshop. The principal at Brown is always eager to support teachers in any way possible during these types of transitions. When the Common Core State Standards called for more informational text, many books were ordered. When the Reading Workshop format called for the expansion and leveling of classroom libraries, teachers were given money to purchase books and time was given for sorting and leveling books. Leveled books from around the school were also gathered and redistributed to classrooms where the need was the greatest.

Standards cannot simply be taught and teachers at Brown know that student engagement and goal setting is an important aspect of successful instruction. Teachers state goals for their lessons and write “I can” statements on the board during lessons to ensure students understand the purpose of the lesson. During lessons, teachers use the gradual release model and differentiate instruction as needed. Brown students learn in whole-class settings, small groups, partnerships, and 1-on-1 with their teachers. Students are also given ownership of their learning when offered choice (ex: writing topics or problem solving methods) and in the process of individual goal setting. Teachers also strive to keep students engaged using post-it notes, exit slips, turn and talk, and frequent formative assessments such as thumbs up/down.

Despite efforts to differentiate during the course of a lesson, not every child will master concepts that are taught. Teachers use their formative assessment results along with many other data pieces (running records, Scholastic Reading Inventory, Discovery Education, and MEAP) to determine which students are in need of support to get them to grade level. Weekly PLC meetings allow teachers to work with their grade level teams to brainstorm ideas for interventions and enrichment. The RTI process is followed at Brown as well

for students of greater need. A building RTI team meets as needed to discuss students who continue to struggle despite classroom-level interventions and to make a plan for how to further provide support for the child.

“Super Switch” is a structure used at Brown for providing interventions and enrichment opportunities for K-4 students of varying reading abilities. First, grade level teams meet with the principal, curriculum director, paraprofessionals, interventionist, and special education teacher to discuss students and their assessment data. Then teachers list each child on a large board with his/her assessment results. From there, the team discusses each child’s strengths and areas of challenge and begins to group students by areas of need. Every day, at Super Switch time, students from each classroom move to their Super Switch group for specific interventions (Ex: word work, Seeing Stars phonics, close reading passages, leveled book bags, comprehension strategies, Leveled Literacy Intervention kits) based on individual reading level and instructional need. All students at Brown receive 30 minutes of Super Switch each day.

Along with Super Switch, classroom teachers also provide interventions for their students each day. This includes 1-on-1 conferring with children in reading, writing, and math during instructional times. In math, for example, students work on differentiated math cards and in math groups with their teachers to help improve on skills that were not mastered as told by weekly “quick check” quizzes and unit tests.

A variety of incentives are provided for students to reach their goals including Reading Counts parties, extra gym time, extra computer time, and stickers and charts. Students’ goals are monitored by the principal, curriculum director, paraprofessionals, classroom teachers, and the entire Super Switch team to help keep them accountable. Progress monitoring can include filling in charts, asking kids regularly what their goals are, and having them “prove it” through their actions.

In addition to the enrichment opportunities provided in the area of reading during Super Switch time, students in all grade levels participate in a program called Brain Time. This is a higher-level thinking activity that occurs 1-2 times per month in each classroom. Parent volunteers have organized and planned Brain Time activities for students at each grade level at Brown based on STEM and the Michigan science standards. Students in each class work together to solve a problem, brainstorm solutions, and work through the scientific process together. This is a great chance for all students to apply skills to real-world situations in a fun and exploratory manner. 3rd and 4th grade students also participate in enrichment activities for vocabulary and math called Word Masters and Continental Math.

The staff at Brown works hard to continuously monitor student growth in order to provide appropriate instruction for all students, whether struggling or excelling. The Super Switch, RTI, and PLC teams collect data throughout the course of each school day which is used to restructure interventions/enrichment as needed.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Students in 3rd and 4th grades at Brown take the Michigan MEAP test each year in the areas of reading and math. Over the last five years, 4th graders also took a writing portion of the MEAP except for in the fall of 2009. Starting in the spring of 2015, students in Michigan will no longer take the MEAP test, they will take the Michigan M-Step test instead.

Starting in the fall of 2011, Michigan changed its cut scores for the MEAP test dramatically to make them more rigorous. Data from 2009-2010 and 2010-2011 reflect the former, lower cut scores, therefore more students passed the MEAP in reading and math during these school years. The data for 2011-2012, 2012-2013, and 2013-2014 reflect scores using new, career- and college-ready cut scores from the state of Michigan therefore scores appear a bit lower compared to previous years. Despite these changes, Brown students consistently perform above the state targets in all subject areas (reading, writing, and math).

Students in both 3rd and 4th grades have shown high proficiency in the area of reading over the last five years. Scores have remained steady or have slightly increased during the 5-year period. When looking at the 2013-2014 MEAP data, gaps for free-reduced lunch students and whites were minimal. Brown's 4th grade reading score on the fall 2012 MEAP was the highest in Kent County, Michigan. The implementation of all-day everyday kindergarten and the Super Switch structure for interventions and enrichment has helped Brown students stay strong in reading. Using an A-Z level continuum across grade levels also helps since students are easily able to set goals, track their progress, and also choose appropriately leveled books for daily reading at home and school. This reading level system is also helpful for teachers who can track progress with frequent running records. Parents are also involved with this process through reading level updates and leveled books sent home, as well as, access to an individualized leveled reading site from home called Raz-Kids.

Math scores have been steadily increasing in the area of math over the last five years. According to the 2013-2014 MEAP data for math, there are significant gaps (11 and 18 points) for free-reduced lunch students in both 3rd and 4th grades. In order to address this gap, Brown has been working to more tightly align the curriculum, instruction, and assessments. A new math series called Math Expressions was purchased and common, local summative and formative assessments are now being used. The bottom 30% of students in K-4 are assessed using additional math assessments and offered interventions in areas of need. Super Switch times have also started shifting focus to math for K-4 students as needed. Additional professional development for teachers in math has also been provided.

Brown students have also shown growth and success on the 4th grade writing MEAP. Students earned the highest 4th grade writing score in Kent County and the 3rd highest in the state of Michigan on the fall 2012 MEAP. The students' steady improvement in writing helped Brown to be recognized as a school "Beating the Odds" in the state of Michigan in 2009-2010. This high achievement and steady improvement was due to curriculum alignment, the creation of common assessments, commonly grading assessments as a grade level team, using common language across classrooms and grade levels, increasing the amount of time writing is taught each day, and increasing rigor in daily writing instruction.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Both formative and summative assessments are used at Brown Elementary to track student progress and check for mastery of the Common Core State Standards. The Michigan MEAP test is the primary assessment used for data analysis which is given to 3rd and 4th graders for reading and math and writing is tested in 4th grade each year. Starting in the spring of 2015, Michigan students will take the M-Step test instead of the MEAP. Students in 3rd and 4th grades at Brown take the Scholastic Reading Inventory assessment and students in 1st-4th grades participate in Discovery Education testing. These tests all provide data that is used to drive the school improvement process.

After each testing cycle, grade level teams meet in weekly PLC meetings to discuss assessment results. From there, they make a plan for further whole-group instruction (if needed) and 1-on-1 and small group interventions for students who struggled. The school improvement team also meets to analyze this data from a building-wide perspective. After analyzing these results, the school improvement team decides on low-performing areas for all students at Brown focus on during the school year. Teachers are required to keep these focus areas as top-priority during daily instruction all year. Accountability folders are turned in after each trimester with lesson plans, student work samples, and assessment data so that building leaders can track student progress and ensure all teachers are keeping their instruction focused on the school improvement goals.

Teachers also give formative and summative assessments at the classroom level and then meet with grade level teams in weekly PLC meetings to have a data discussion. For example, after 2-3 lessons in math, teachers give a “quick quiz” formative assessment to check progress. Teachers look at these quiz results together and make a plan for interventions for students who are struggling and enrichment ideas for students who have already mastered the concepts. In the area of writing, teachers commonly grade writing assessments to ensure grading accuracy and to keep the rigor high. Common planning and curriculum pacing is also part of these data discussions.

Parents are involved in this assessment for instruction process at Brown, too. For example, in the area of reading, parents are made aware of grade level reading goals using an A-Z reading system. Paper books and book bags are sent home to keep parents aware of each child’s progress along the reading continuum. Assessment results are also shared with parents through notes home, progress updates, report cards, and during parent-teacher conferences. The teachers at Brown work hard to make sure parents are aware of their child’s goals and progress, big or small, in all of the core subject areas.

Part VI School Support

1. School Climate/Culture

Visitors describe Brown Elementary as a learning environment that is full of JOY! Children who enter find a place full of fun, laughter, love, and safety mixed with rigorous teaching and learning.

Each morning the principal starts the day by greeting students as they exit their parents' vehicles and with a friendly smile at the front door as they enter. She always stands with them in the lobby until they can be released for the day and energetically converses with them. When the time comes for school to start, the principal yells out, "seize the day!" and then kids leave the lobby to head to their classrooms. The day is always started with this positive and motivating ritual. Upon arriving at their classrooms, students are greeted by their teachers at their classroom door. Teachers also walk the kids out to the busses at the end of the day saying goodbye with a high-five or hug to let each child know how special he/she is.

Every morning the principal does school-wide announcements to kick-off the day on a positive and inspiring note. Along with the weather forecast and update on things going on at Brown, she also assigns a grade level a "wondering" for the day. This is an academic question posed in a real-world situation. Students who know the answer to the daily wondering can share with the principal at anytime throughout the day and will receive a "Smartie" candy. This is a fun way for the principal and students to interact each day in a motivating and academic manner.

The building theme for Brown Elementary is "Dream Big." This theme encourages and motivates students to think beyond this school year and into their future as older students and adults as well. It acknowledges that everyone has a dream and encourages students to share their dreams. "Dream Big" posters can be found around the school where students' pictures are displayed with each child seen holding a sign with their dream written on it. Students are also encouraged to "prove it" by making a plan for how they will achieve their dream. Prior themes for Brown included "Be an Everyday Hero" and "No Bullies at Brown."

Students need to feel safe and loved in order to be ready to learn. Brown Elementary provides this environment to children thanks to a friend named "NED." NED is a character whose name is an acronym for Never Give Up, Encourage Others, and Do Your Best. After a motivational assembly each year, these words continue to motivate students and create a positive environment for learning. The character NED posted outside of every classroom K-4 to remind students of his words of wisdom. There are two life-sized NED posters in the hallway and frequently students are seen high-fiving NED as they walk by.

Helping students set goals is not only a life skill, but it is an important aspect of the Brown Elementary culture. Each school year, students set a goal in reading, writing, and math and make a plan on how they're going to reach it from Christmas Break until Valentine's Day. This is called the school-wide "Victory for Valentine's Day." Students earn prizes for goals met such as extra recess or gym, a free book, and trophies or medals to wear. The month of March is reading month at Brown Elementary. Each year a theme is chosen and assemblies, classroom activities, an author visit, and school-wide competition is involved. Students set reading goals and work on their own to read as many minutes as they can to earn individual and school-wide prizes such as a trip to the local museum, drive-in diner at the school, trip to the zoo, or a school-wide carnival. These activities are an opportunity to motivate students to set attainable, short-term goals in order to chunk out long-term year-end goals. It also helps each student know their current achievement level and what the benchmarks are for their grade level throughout the year. Teachers set goals with students in the core subject areas and keep them in a place visible for students to refer to as they work on growing in that area.

Though there are over 500 students at Brown Elementary, the principal at Brown knows every child's name. This comes from strategic and deliberate practice. As soon as the kindergarteners pictures come in from picture day, she studies each child's face and their name. She then goes to each classroom and quizzes herself in front of the children. This lets children know that they are special in a sea of children. When

Brown students pass her by throughout the day, she always greets them by name to remind them that she knows them and thinks they are important.

The principal works hard to show teachers respect and examples of how they are valued and supported. She sends frequent encouraging notes via email at least weekly. These “Details of a Dream” emails always contain quotes from parents affirming the school, children expressing some sort of inspiring statement, or simply her expressing her gratitude and acknowledging the hard work of the staff. The principal also calls meetings or sits in on PLC gatherings with staff to inquire what their dreams are and how they can be supported. The principal meets with staff individually throughout the year as well to inquire what their dreams are (personal and professional) and what she can do to support them in coming true.

2. Engaging Families and Community

Clear and consistent communication with parents and families at Brown Elementary is a top priority. The principal sends out weekly email updates touching on what’s going on in the building, the up-to-date curriculum focus, and they always include a spotlight on individual students. These emails are upbeat, positive, and quick. Teachers also send out classroom newsletters via email to keep parents up to date on curriculum that is being covered, goals students are working toward, and to celebrate milestones and successes. The building also hosts many opportunities for parents to visit the school such as before-school open house, kindergarten round-up, and the Brown Family Picnic. The staff at Brown believes strongly that it takes teamwork between parents and teachers for a child to succeed, so reaching out to parents and making them feel welcome at the school is very important.

Brown Elementary has an active parent group called the “PUP Group” which stands for Parents, Undertaking, Projects. All parents are invited to attend monthly meetings. The PUP group is responsible for many school-wide, family-oriented events such as Grandparents’ Day, Mother-Son Bowling, Donuts with Dad, Muffins with Mom, a Daddy-Daughter Dance, and more. The PUP group also runs many fundraisers throughout the year. Money earned is used to purchase books and supplies for K-4 classrooms. The PUP group helps parents get involved at Brown and continues to have a positive impact on teachers and students each year.

Parents have the opportunity to get involved as a classroom volunteer at Brown as well. Teachers schedule parents to help in their classrooms whenever possible and appropriate. The WatchDog Dad program at Brown gives dads an opportunity to come to school and volunteer for an entire day. Parents who sign up to volunteer help students and do miscellaneous tasks in their child’s classroom. Class parties for Christmas, Halloween, Valentine’s Day, and the end of the year are also run by parent volunteers. Parent volunteers are considered vital and always welcome at Brown.

Parent-teacher conferences are scheduled two times a year at Brown in the fall and early spring. Teachers are required to have 100% face-to-face conferences with their students’ parents. Brown parents are eager to come in and teachers welcome them warmly. This conference time is used to celebrate successes, make a plan for areas of challenge, and set goals for the next chunk of the school year.

The Brown Elementary student council, which consists of representatives from each of the 3rd and 4th grade classes, leads many community outreach activities for Brown students each school year. These include: a food drive for a local pantry called Byron Ministries, visiting the neighborhood nursing home to read stories, picking up trash on the playground and around the school, helping Kids Food Basket a local organization that provides sack suppers for those in need, Pasta for Pennies a change collection to help the leukemia/lymphoma society, and raising funds and supplies for Grace Ministries for schools in Africa. The building also participates in raising money for Relay for Life cancer research with fifty-cent Laffy Taffy sales and hat/slipper dress-up days and participates in the yearly Kent County Recycling Challenge as well. These activities all help the kids at Brown Elementary build character and learn to reach beyond themselves.

3. Professional Development

Professional Development is an important component to the success of Brown Elementary. Professional development experiences at Brown are designed to be relevant and meaningful for teachers. 40 hours of professional development are scheduled each year for Brown teachers but there are many additional opportunities that are offered as well.

Each year administrators and school improvement teams use assessment data and staff survey results to choose professional development topics for the school year. Topics cover best practices in the core academic areas, information and research that allows teachers to stay current in the educational world, school improvement focus areas, and updates and changes to state testing and standards to teach. For example, after 35 years, Michigan is changing its standardized test from the MEAP to a test called M-Step. Much professional development time has been spent learning about the test's format and how to best prepare Brown students for their first M-Step test in spring of 2015.

The primary focus of professional development experiences over the last few years at Brown Elementary have been district-wide opportunities to dig deeply into the Common Core State Standards. Experts were brought in and teachers traveled to the Kent Intermediate School District to hear the most up-to-date information about the new standards as they were being released. Teachers were also given many hours to work with their colleagues to pull apart each standard, meet with and across grade levels to discuss and analyze each standard, and determine deeper meaning of each. All teachers were involved in this process making the work meaningful and productive. Teachers also worked together to create standards-based report cards and common summative assessments during professional development times. Currently teachers are using professional development time to working on common formative assessments to check for progress mid-unit in all of the core subject areas.

Professional development has also focused around Professional Learning Communities at Brown. Teacher leaders were given the opportunity to attend the Solution Tree Professional Learning Community Institute out-of-state for the last three years. The goal is for all Brown teachers to hear the message first hand. The school district also invited best-selling author and leading expert in school culture and organizational structure, Dr. Anthony Muhammad, to speak to all staff members during professional development times during the 2014-2015 school year. He challenged teachers to move their thinking forward and strive for a district where all students can and will learn and achieve.

Another important component of professional development at Brown has been technology. Instead of simply being given an iPad, projector, and Apple TV, teachers are given appropriate training on the use of these tools. More importantly, they are also trained in how these technological tools can enhance their instruction and in turn, student achievement. Professional development time is also given to teachers to share technology-related ideas, explore, and experiment with technology so that they are ready to use it in their classrooms.

In addition to the professional development described above, non-tenured teachers participate in additional training and learning conferences depending as needed based on levels of comfort and experience. New teachers are also mentored by a veteran teacher. All teachers are given opportunities to sign-up for professional development outside of the building and district throughout the year based on individual interest and need. After all professional development activities for teachers at Brown, there is some sort of follow-up. This sometimes includes an email to the staff with information learned, sharing at staff meetings and PLCs, and/or a professional development survey.

4. School Leadership

Strong leadership has been key to the success of Brown Elementary. The role of the principal is to be a motivator, supporter, and encourager for the teachers and students. She also works hard to support teachers in any way she can through purchasing materials, offering support, providing professional development, and sharing her wealth of knowledge. The principal at Brown tackles every challenge with joy and

enthusiasm and a can-do attitude. This positivity motivates teachers to do their best and makes the children interested in a relationship with her as well. The principal at Brown works hard to ensure all teachers are learning and improving each day in order to meet the needs of all students at Brown. She keeps the goal of getting all students to grade level front and center in everything she does and says as building leader. She always circles back to make sure teachers are on track and staying true to the balance of rigor and relationships to ensure that no child falls through the cracks.

Leadership is also held by teacher leaders at Brown. The school improvement leader works hand-in-hand with the principal to help keep teachers and students motivated and focused on the school improvement goals and task of getting all students to grade level. There are also goal chair leaders that are in charge of a team of teachers for each core subject area: reading, writing, math, science, and social studies. This ensures teacher buy-in as all teachers are part of a team and part of the school improvement process in some way. Teacher leaders are an integral part of these teams, working the school improvement goals from within as a strong, positive force.

The principal and teacher leaders work together to ensure that student achievement remains the key focus at Brown. It is a shared responsibility to lead staff meetings and PLC gatherings, as well as, hold teachers accountable. Together they created an accountability folder that all classroom and specials teachers turn in at the end of each trimester. This school improvement folder includes: lesson plans, student work samples, and assessment data. The school improvement goals remain at the heart of the daily work at Brown thanks to this folder. It is also an opportunity for the principal and teacher leaders to celebrate and share what is working well in various classrooms and to step in when a teacher is not pulling his/her weight as part of the building team.

School improvement is ongoing and full of life at Brown thanks to the strong and positive leadership of the principal and teacher leaders. Instead of creating a plan and sticking it in a binder on a shelf, Brown Elementary uses this plan to guide their daily work with students. Getting all students to grade level is not an easy task, but setting goals, making a plan, chunking it out into manageable steps, and then working it through together is fun and rewarding for everyone involved.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>MEAP</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient (Level 2) and above	84	83	78	98	99
Advanced (Level 1)	33	17	16	84	81
Number of students tested	98	108	85	77	96
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient (Level 2) and above	73	65	55	100	100
Advanced (Level 1)	23	12	10	75	58
Number of students tested	22	34	20	28	24
2. Students receiving Special Education					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
3. English Language Learner Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
6. Asian Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	84	83	80	99	99
Advanced (Level 1)	32	17	16	84	81
Number of students tested	85	92	73	68	89
10. Two or More Races identified Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>MEAP</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient (Level 2) and above	86	82	77	96	100
Advanced (Level 1)	36	51	23	81	79
Number of students tested	113	87	79	103	97
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient (Level 2) and above	68	60	68	87	100
Advanced (Level 1)	18	28	16	53	43
Number of students tested	34	25	25	32	21
2. Students receiving Special Education					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
3. English Language Learner Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
6. Asian Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					
Advanced (Level 1)					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	87	83	77	96	100
Advanced (Level 1)	36	51	21	81	83
Number of students tested	97	77	70	94	82
10. Two or More Races identified Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>MEAP</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient (Level 2) and above	92	89	89	96	96
Advanced (Level 1)	38	19	33	70	65
Number of students tested	98	108	86	77	96
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient (Level 2) and above	91	80	71	96	87
Advanced (Level 1)	41	12	14	64	33
Number of students tested	22	34	21	28	24
2. Students receiving Special Education					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
3. English Language Learner Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
6. Asian Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					
Advanced (Level 1)					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	93	90	87	96	95
Advanced (Level 1)	40	17	34	68	65
Number of students tested	85	92	74	68	89
10. Two or More Races identified Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>MEAP</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient (Level 2) and above	93	96	86	93	95
Advanced (Level 1)	21	24	18	68	61
Number of students tested	112	87	80	103	97
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient (Level 2) and above	85	88	81	78	86
Advanced (Level 1)	18	8	8	44	29
Number of students tested	33	25	26	32	21
2. Students receiving Special Education					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
3. English Language Learner Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
6. Asian Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					
Advanced (Level 1)					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	92	96	83	94	95
Advanced (Level 1)	22	23	15	68	65
Number of students tested	97	77	71	94	82
10. Two or More Races identified Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

NOTES: